



The Grange Academy

Wade Deacon Trust

Pupil Premium Strategy Statement 2019-20 & Data 2018-19

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at The Grange Academy. The strategy focuses on the actions that will be taken to ensure that PP students at The Grange Academy achieve well and are prepared for the next stages of their education and career. This document contains data from the academic year 2018-19 for all Year Groups and also a summary of the headline figures.

Summary Information					
School	The Grange Academy				
Academic Year	2019-20	Total PP Budget	£549,890	Date of most recent PP review	July 2019
Total No on Roll	Primary - 418 Secondary - 591 Whole School - 1009	No of PP students & %	Primary – 39.2% Secondary – 56.5% Whole School – 49.4%	Date for internal review of strategy	Sept 2019

GCSE Attainment & Progress 2018-19

GCSE	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
English & Maths (9-5)%	12.5% (15.9% 2018)	43%
English & Maths (9-4)%	28.6% (27.5% in 2018)	55%
		(Disadvantaged National was 50% at 9-4)
EBacc (9-5)%	3.6% (10.1% in 2018)	Not reported / 22.5
Ebacc (9-4)%	12.5% (13% in 2018)	
Attainment 8	29.28 (29.07 in 2018)	30.43 / 42.96 (Disadvantaged National was 28.26)
Progress 8	-1.03 (-1.68 in 2018)	0.13 / -1.099 (Disadvantaged National was -0.44)

Primary Attainment & Progress 2018-19

KS1	Pupils eligible for PP -20 (2018 results)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
Reading	35% (58%)	75 (78%)
Writing	30% (45%)	69 (73%)
Maths	35% (52%)	76 (79%)
RWM Combined	25% (45%)	65 (69%)

Primary Attainment & Progress 2018-19

KS2	Pupils eligible for PP - 25 (2018 results)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
Reading	68% (73%)	73 (78%)
Writing	64% (62%)	78 (83%)
Maths	68% (58%)	79 (84%)
RWM Combined	60% (46%)	65 (71%)

Barriers to future achievement for PP students

In-school barriers

A	Teaching and Learning To further improve teaching and learning across school and for PP students ensuring quality first teaching, effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce. To further develop cross phase work between leaders.
B	Attendance To utilise our clear attendance systems to further, improve attendance in all phases, diminish differences and move PA (particularly in secondary) closer to National Average.
C	Aspirations To further develop the rising of aspiration by promoting consistently high expectations for our students to develop skills to take on wider roles and responsibilities. To further extend enrichment opportunities for students and improve their cultural capital.
D	Behaviour and Attitude to Learning Through consistently high staff expectations and appropriate pastoral support, we will further embed strategies to further reduce both fixed term and internal exclusion rates for PP students and improve the attitude to learning of the PP cohort.
E	Wider Outcomes To provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students and track the benefits to our PP students.

Desired Outcomes

Focus	Success Criteria
<p>A. Teaching and Learning To ensure consistency in the quality of teaching so that outcomes are good across phases and subjects. That variation between groups, specifically PP pupils and subjects is decreased. Staff challenge and stretch all pupils including PP pupils and especially the more able PP students. Pupils make uninterrupted progress between key phases of education.</p>	<p>From data analysis the gaps between PP and NPP in-school reduce. Data shows that PP students are improving towards National ‘others.’ That variation between subjects and phases is reduced overall and for specific groups.</p>
<p>B. Attendance To make use of the rigorous systems to make improvements to roles and responsibilities of staff to any further impact on attendance.</p>	<p>Attendance improves for PP students towards the National Averages for all students. PA decreases further particularly in the secondary phase. Gaps between PP and NPP pupils continues to diminish.</p>
<p>C. Aspirations: To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially more able PP students.</p>	<p>Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning. Students will talk positively about the school and feel safe and happy at The Grange Academy. Students will receive helpful careers advice that leads to excellent EET figures.</p>
<p>D. Behaviour and Attitude to Learning To ensure consistency in behaviour across school. To reduce the incidents of behaviour and internal exclusion and FTE further. To improve pupils’ attitudes to learning.</p>	<p>There will be a reduction in the number of PP students that receive an internal / a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.</p>
<p>E. Wider Outcomes To ensure that the quality of the wider opportunities is consistent and supports a varied and wide range of pupils, especially those with PP Through closer monitoring of access to experiential learning PP students will have equal access to all aspects of the curriculum.</p>	<p>Opportunities develop specific skills and address needs for PP pupils whilst also ensuring the allocation is spread equitably. More students progress to EET and are able to access their preferred route.</p>

Planned Expenditure 2019-20

Desired Outcome	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff Responsible	Review
<p>A. Teaching and Learning To ensure consistency in the quality of teaching so that outcomes are good across phases and subjects. That variation between groups, specifically PP pupils and subjects is decreased. Staff challenge and stretch all pupils including PP pupils and especially the HAP.</p> <p>Pupils make uninterrupted progress between key phases of education.</p>	<p>£233,575</p>	<p>Additional staffing capacity across the school used specifically for Pupil Premium Intervention. This capacity will be used to provide academic mentoring support and support catch up if work has been missed. This will focus on feedback to pupils and the next steps they need to take to improve.</p> <p>Capacity in all phases for Pupil Premium Intervention</p> <p>Teaching assistants to provide in-class support and interventions for PP students and CiC and those with SEND</p> <p>Primary TAs Secondary - TAs</p>	<p>Monitor use of Accelerated Reader (EEF Closing the attainment gap- lessons learned)</p> <p>CPD strategy, including co-coaching, tiered approach as identified by leaders (EEF Guide to the Pupil premium 2019)</p> <p>Extend interventions for MAP and HAP pupils (EEF Guide to the Pupil Premium 2019 and Potential for Success Sutton Trust)</p> <p>Development of subject/curriculum leader roles, including cross-phase primary/secondary (EEF closing the attainment gaps- key lessons learned)</p> <p>Development of RAP process to hold staff to account and to identify needs</p> <p>Develop use of new Feedback for Learning Policy, including stretch and challenge (EEF High Impact, very low cost)</p>	<p>Subject/KS Leaders and SLT</p>	<p>Improvements in the quality of teaching and pupil outcomes through PM reviews, lesson observations, learning walks, book scrutiny and data.</p> <p>Governors to receive a summary evaluation of the impact on a termly basis.</p>
<p>B. Attendance: To make use of the rigorous systems to make improvements to roles and responsibilities of staff to any further impact on attendance</p>	<p>£116,290</p>	<p>Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance.</p> <p>Service Level Agreement</p> <p>Capacity for form time in secondary and 50% of salary for AHOY</p>	<p>Development of Family Support Worker role.</p> <p>Increase accountability of class teachers to monitor specific pupils for PA and punctuality</p> <p>Improve the process/procedure of catch-up sessions for absent and late pupils</p>	<p>HTO</p>	<p>To continue to use the detailed systems of tracking and monitoring data on attendance to identify trends and needs.</p> <p>To receive qualitative and</p>

		<p>10% of secondary staff time for morning registration</p> <p>Family Support Worker</p> <p>Rewards – HOH</p> <p>Inclusion Team – Home Visits</p>	(EEF Guide to the Pupil Premium 2019 and closing the attainment gap-lessons learned)		<p>quantitative reports from staff about impact of strategies employed.</p> <p>Through monitoring of pupils work to establish how effective catch-up sessions are at ensuring gaps in learning are addressed and contributing to progress.</p>
<p>C. Aspirations</p> <p>To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially HAP.</p>	£60,839	<p>Additional capacity at tutor time for support staff to work with PP students to raise aspirations and focus on improving attendance and punctuality. This will also help provide additional academic mentoring for key students.</p> <p>CIAG (EBP) money / WEX / Transition Trips / Visits TA support</p> <p>Brilliant Club</p> <p>Student Leadership</p> <p>More Able Primary Maths Intervention</p>	<p>Pupils attain more highly, especially those who are PP/ HAP and PP/MAP. (Potential for Success Sutton Trust)</p> <p>Pupils acquire a wider life skill set which is transferable to the wider world (EEF closing the attainment gap-lessons learned)</p>	Class Teachers/ Progress Leaders Progress Tutors	<p>Analysis of the outcomes for pupils with different PAG and other needs including PP</p> <p>Observations of pupils in different situations to observe application of wider skills.</p>

					pupils that benefit from these.
Total Planned Expenditure	£538,464	The remaining funding will be distributed after relevant data capture points and when additional support is required.			

References:

- THE EEF GUIDE TO THE PUPIL PREMIUM EEF 2019
- EEF Teaching and Learning Toolkit
- EEF Closing the Attainment Gap- Lessons Learned 2018
- POTENTIAL FOR SUCCESS: Fulfilling the promise of highly able students in secondary schools, Dr Rebecca Montacute, – July 2018 Sutton Trust
- NASEN The Pupil Premium 2014

Attendance and Behaviour

Criteria	2016/17	2017/18	2018/19	Diff
Attendance (All students) Week 39	92.6 %	94%	94.9%	+0.9%
Persistent Absence (PA) End of Term 6	22%	20%	18%	-2%
Attendance (Primary) Week 39	95.03%	95.2%	95.8%	+0.6%
Attendance (Secondary) Week 39	91.01%	93.0%	94.1%	+1.1%
% of students with an FTE (Full Year)	8.9%	8.21%	7.69%	-0.52%
% of students with more than 1 FTE (Full Year)	6.9%	3.46%	2.86%	-0.60%

PP Attendance Data

Attendance comparison (All Year) 2017-2018/ 2018-2019

Attendance	17-18	18-19	Difference
Whole school	93.0	94.0	+1
Secondary	91.4	92.8	+1.4
Primary	95.2	95.8	+0.6

The table above indicates that there was significant improvement in the attendance of Pupil Premium students in 2018-19.

PP and Non PP comparison

	17-18 PP	17-18 NON PP	18-19 PP	18-19 NON PP	Difference	
					PP	NON PP
Whole School	90.87	94.77	92.40	95.57	+1.53	0.8
Secondary	89.30	94.91	91.62	95.18	+2.32	0.27
Primary	94.17	96.14	94.48	96.92	+0.31	0.78

The table above indicates that there was significant improvement in the attendance of Pupil Premium students who improved their attendance at a faster rate than those that are non-PP, therefore demonstrating effective use of funding and strategy.

Awaiting 2018/19 National Data, data below is 2017/18.

PP attendance nationally was 92.7%

PP PA was 23%

Pupil Premium Persistent Absence (PA) Comparison (Students below 90% attendance)

PA	STD 17-18	STD 18- 19	Difference
Whole School	18.2	14.9	-3.3
Secondary	23.4	21.0	-2.4
Primary	9.3	7.6	-1.7

The table above indicates that there was overall reduction in the percentage of students classed as persistently absent.

PA Gender comparison

PA	GIRLS 17-18	BOYS 17-18	GIRLS 18-19	BOYS 19-18	Difference	
					GIRLS	BOYS
Whole School	15.8	20.7	14.1	15.7	-1.7	-5
Secondary	20.7	26.4	21.6	20.4	-0.9	-6
Primary	6.1	12.5	5.5	9.6	-0.9	-2.9

The table above indicates that there was overall reduction in both genders in terms of persistent absence with significant improvements in reducing the number of boys that are classed as persistently absent.

Number of PA pupils on PP and NON PP 2018-2019

	PP GIRLS	PP BOYS	NON PP GIRLS	NON PP BOYS	Boys	Girls	Total
Whole School	53	55	12	14	69	65	134
Secondary	49	44	12	12	56	61	117
Primary	9	14	2	5	19	11	30

PP Exclusion Analysis

2016 – 2017 National Permanent Exclusions = 0.20%

2016 – 2017 National Fixed Term Exclusions (FTE) = 9.04%

2016 – 2017 National Repeat FTE = 4.62%

FTE 2018 – 2019

	Whole School		PP Students Only	
	Number	Percentage	PP Number	Percentage
No. of incidents	143	14.1%	111	22.7%
No. of days	257.50		211.50	
No. of students with 1 FTE	78	7.69%	64	13.09%
No. of Boys with 1 FTE	55	10.84%	44	18.03%
No. of Girls with 1 FTE	23	4.53%	20	8.2%
No. of students with more than 1 FTE	29	2.86%	27	5.52%
No. of Boys with more than 1 FTE	21	4.14%	19	7.79%
No. of Girls with more than 1 FTE	8	1.58%	8	3.28%

Primary Data Headlines

Criteria	2016/17	2017/18	2018/19	Diff
% achieving GLD (Without RB)	61%	73%	66% (71%)	-2%
% achieving Phonics check in Year 1	86%	73%	83%	+10%
% achieving Expected Standard / GD Reading at KS1	59 / 7%	70 / 15%	59 / 17%	-11% / +2%
% achieving Expected Standard / GD Writing at KS1	51 / 3%	58 / 3%	56 / 14%	-2% / +11%
% achieving Expected Standard / GD Maths at KS1	61 / 2%	64 / 9%	70 / 10%	+6% / +1%
% achieving Expected Standard / GD RWM at KS1	46 / 0%	46 / 0%	56 / 3%	+10% / +3%
% achieving Expected Standard / GD Reading at KS2	73 / 29%	75 / 22%	67 / 25%	-7% / +3%
% achieving Expected Standard / GD Writing at KS2	64 / 3%	63 / 13%	68 / 22%	+5% / +9%
% achieving Expected Standard / GD Maths at KS2	69 / 8%	63 / 8%	72 / 13%	+9% / +5%
% achieving Expected Standard / GD GPS at KS2	73 / 19%	66 / 24%	68 / 28%	+2% / +4%
% achieving Expected Standard / GD RWM at KS2	57%	53 / 3%	58 / 8%	+5% / 5%
KS2 Reading Progress	-0.2	-1.54	-1.41	+0.13
KS2 Writing Progress	-3.7	-2.92	-1.35	+1.57
KS2 Maths Progress	-3.1	-3.59	-4.00	-0.41

Secondary Data Headlines

Criteria	2016/17	2017/18	2018/19	Diff
Progress 8	-1.28	-1.48	-0.99	+0.49
% of students on or above target grade (all subjects)	N/A	13%	24%	+11%
(9 – 7) in English and maths (A*-A)	0.8%	5%	3%	-2%
(9 – 5) in English and maths (A*-C)	17%	21%	17%	-4%
(9 – 4) in English and maths (A*-C)	35%	38%	42%	+4%
% of students achieving EBACC (5+/C+)	12%	11%	6%	-5%
% of students achieving EBACC (4+/C+)	16%	17%	17%	-

English Progress Improved from -1.4 to -0.7 (0.7 Improvement)

Maths Progress Improved from -1.5 to -1.1 (0.4 Improvement)

EBacc Progress Improved from -1.6 to -1.0 (0.6 Improvement)

Open Progress Improved from 1.8 to 1.1 (0.7 Improvement)

Pupil Premium Progress Improved from -1.7 to -1.0 (0.7 Improvement)

Middle PA Band Improved from -1.6 to -1.0 (0.6 Improvement)

Higher PA Band Improved from -1.6 to -1.0 (0.6 Improvement)

Primary Data 2018-19

() 2018 Outcomes

EXP – Expected (National Expectations)

PLEASE NOTE NATIONAL AVERAGE KS2 RWM Combined 2019 – 65%

GD – Greater Depth (Above Average)

GPS – Grammar, Punctuation & Spelling

GREEN – INCREASE on 2018 Outcomes

AMBER – INLINE with 2018 Outcomes

RED – Below 2018 Outcomes

Note – If not highlighted there is missing data or it is a non-statutory test that was not completed in 2018

Y6 All Pupils	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
Including Base Students (60)	67% (75%)	68% (63%)	72% (63%)	68% (67%)	57% (53%)	25% (22%)	22% (13%)	13% (8%)	25% (27%)	8% (3%)
Mainstream (58)	69% (75%)	67% (63%)	74% (63%)	71% (67%)	58% (53%)	26% (22%)	22% (13%)	14% (8%)	26% (27%)	9% (3%)

Y6 Pupil Premium	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
(25)	68% (73%)	64% (62%)	68% (58%)	68% (58%)	60% (46%)	24% (22%)	8% (13%)	12% (0%)	12% (12%)	4% (0%)

Y2 All Pupils	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
Including Base Students (59)	59% (69%)	56% (58%)	69% (64%)	NA	56% (56%)	25% (15%)	5% (3%)	10% (8%)	NA	3% (3%)
Mainstream (57)	60% (69%)	56% (58%)	70% (64%)	NA	56% (56%)	26% (15%)	5% (3%)	10% (8%)	NA	3% (3%)

Y2 Pupil Premium	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
(20)	35% (58%)	30% (45%)	35% (52%)	NA	25% (45%)	5% (3%)	15% (0%)	5% (3%)	NA	15% (0%)

Y1 Phonics Check All Pupils	2017	2018	2019 (pupil numbers)
(48)	86%	73%	83%

Y2 Phonics Check All Pupils	2017	2018	2019 (pupil numbers)
(59)	97%	92%	81%

	Non-Pupil Premium			Pupil Premium		
EYFS All Pupils GLD National Expectations	2017	2018	2019	2017	2018	2019
(41 inc base, 38 mainstream)	61%	73%	66% (Base) 71% (Mainstream)	61%	55%	69%

Notes:

National Averages

2019 End of Key Stage 2 Attainment in reading, writing and maths

65% of pupils reached the expected standard in all of reading, writing and maths (combined) in 2019, up from 64% in 2018.

2019 End of Key Stage 2 Attainment in reading, maths and GPS tests – National Averages

In reading, 73% of pupils reached the expected standard in 2019, down by 2 percentage points from 2018.

In maths, 79% of pupils reached the expected standard, up by 3 percentage points from 2018.

In GPS, 78% of pupils reached the expected standard, unchanged from 2018.

To reach the expected standard in each test subject, a pupil must achieve a scaled score of 100 or more.

In writing, 78% of pupils reached the expected standard in 2019, unchanged from 2018.

There is a full file of evidence that shows demonstrable impact in the strategies that have been utilised in the academic year 2018-19.